

## WESTWOOD ELEMENTARY

124 Hwy. 28 By-Pass  
Abbeville, S.C. 29620

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	394 Students	
<b>Principal</b>	Lori Brownlee-Brewton	864-366-9604
<b>Superintendent</b>	Dr. Ivan Randolph	864-366-5427
<b>Board Chair</b>	Dr. Bill Crenshaw	864-379-8411

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Good</b>
2010	Good	Good
2009	Good	Average
2008	Average	At-Risk
2007	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

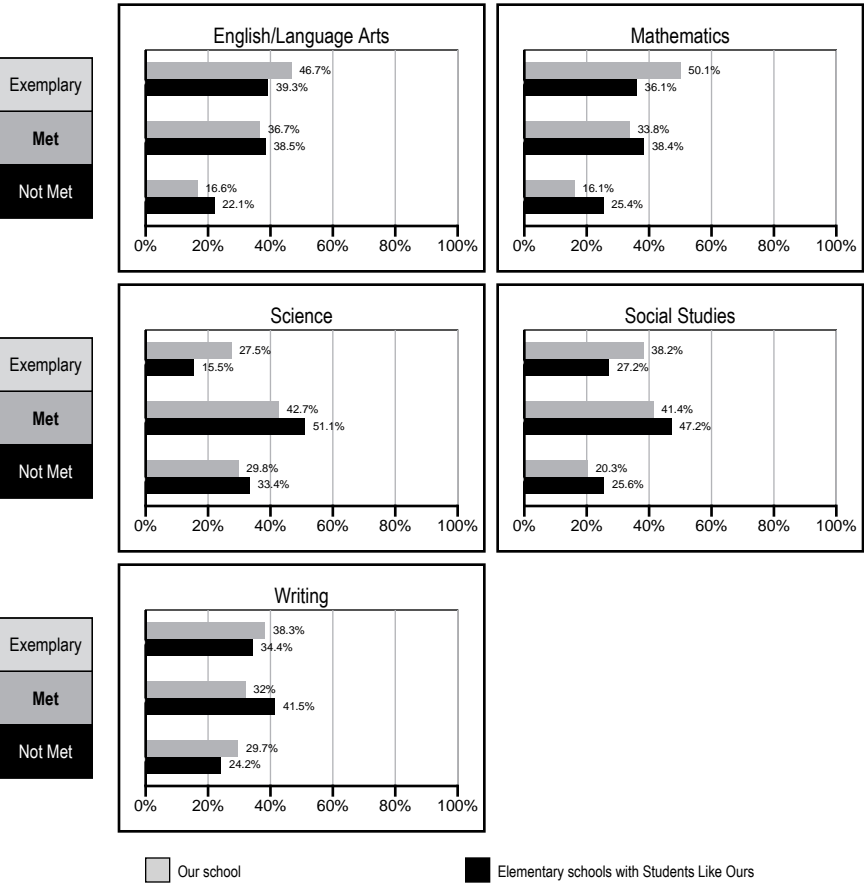
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
14	34	73	5	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=394)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.3%	Up from 0.0%	1.2%	1.1%
Attendance rate	95.7%	No Change	96.0%	96.2%
Served by gifted and talented program	16.9%	Down from 18.8%	13.0%	13.4%
With disabilities other than speech	2.0%	Down from 12.9%	5.0%	4.1%
Older than usual for grade	0.3%	Down from 0.5%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	63.3%	Up from 53.8%	60.7%	62.5%
Continuing contract teachers	90.0%	Up from 80.8%	90.8%	88.2%
Teachers returning from previous year	80.4%	Down from 81.5%	88.1%	87.8%
Teacher attendance rate	94.9%	Down from 97.5%	95.0%	95.2%
Average teacher salary*	\$43,214	Up 0.4%	\$46,609	\$46,773
Professional development days/teacher	3.9 days	Up from 2.9 days	11.2 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 16.6 to 1	19.7 to 1	19.9 to 1
Prime instructional time	89.8%	Down from 93.0%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,833	Down 5.4%	\$7,314	\$7,447
Percent of expenditures for instruction**	68.0%	Up from 67.3%	67.9%	68.4%
Percent of expenditures for teacher salaries**	65.8%	Up from 63.2%	65.5%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Westwood Elementary School proudly supports their students, families, & community. The faculty and staff are committed to providing quality instruction and services to our students and families. It is the goal of Westwood to help each student succeed academically and socially.

Westwood continues to pursue a high and well-organized instructional unit. Providing meaningful, student-driven instruction, while focusing on the S.C. state standards, is the driving force behind our lesson plans and professional development.

Teachers continue to use research-based assessments, such as MAP, to determine the academic needs of each student. Our curriculum framework is designed so that each student can reach his or her fullest potential.

With the implementation of Westwood's Community Night events, we were able to reach more of our parents. These events enabled us to provide one-on-one support, resources, and materials to parents, students, and community members.

We are determined that our students will view Westwood as a safe place to learn. Hence, the emphasis on our Bullying and Character Education programs, which are integrated throughout all curriculum disciplines.

The success and well-being of our students takes teachers, parents, and community members working together.

Lori Brownlee-Brewton, Principal  
Frank Smith, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	130	104
Percent satisfied with learning environment	97.0%	84.6%	85.1%
Percent satisfied with social and physical environment	100.0%	93.0%	88.3%
Percent satisfied with school-home relations	100.0%	91.5%	83.5%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	15.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.1%	0.0%	No
Student attendance rate	95.7%	94.0%**	Yes

\* Or greater than last year

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	398	100	16.4	36.2	47.4	88	87.1	82.4	Yes	Yes
Gender										
Male	207	100	21.2	34.8	43.9	84.3	84.3	78.7	N/A	N/A
Female	191	100	11.3	37.6	51.1	91.9	90.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	195	100	4.3	33.5	62.2	97.9	92.1	88.9	Yes	Yes
African American	191	100	26.7	40.6	32.6	80.2	79.6	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	63.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	55	100	48.1	24.1	27.8	59.3	57.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	77.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	273	100	23.3	40.1	36.6	83.2	83	75.4	Yes	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	398	100	15.9	33.6	50.5	90.1	90.6	81.9	Yes	Yes
Gender										
Male	207	100	19.7	31.8	48.5	87.9	88.5	79.9	N/A	N/A
Female	191	100	11.8	35.5	52.7	92.5	92.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	195	100	4.3	26.1	69.7	96.8	93.5	88.9	Yes	Yes
African American	191	100	26.2	41.7	32.1	84.5	85.9	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	78.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	55	100	37	31.5	31.5	70.4	64.3	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	88.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	273	100	22.5	39.7	37.8	86.3	87.4	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	272	100	29.3	42.1	28.6	70.7	77.6	68.6
Gender								
Male	140	100	31.3	38.1	30.6	68.7	77.4	68.3
Female	132	100	27.3	46.2	26.5	72.7	77.7	68.9
Racial/Ethnic Group								
White	134	100	10.7	47.3	42	89.3	85.7	80.7
African American	131	100	46.5	38	15.5	53.5	64.4	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	42.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	42	100	64.3	14.3	21.4	35.7	47.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	54.5	60.7
Socio-Economic Status								
Subsidized meals	185	100	38.7	44.8	16.6	61.3	70.6	57.3

Social Studies								
All Students	268	100	20	41.6	38.4	80	80.6	72.5
Gender								
Male	139	100	21.4	32.8	45.8	78.6	81.3	72
Female	129	100	18.5	50.8	30.6	81.5	79.9	73.1
Racial/Ethnic Group								
White	131	100	10.5	36.3	53.2	89.5	85.5	81
African American	128	100	28.8	48	23.2	71.2	72.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	84.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	35	100	47.1	23.5	29.4	52.9	51.2	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	81.8	69.7
Socio-Economic Status								
Subsidized meals	185	100	28	45.1	26.9	72	75.6	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	132	98.5	30.2	31.8	38	69.8	76.5	73.2	95.7	96.3
Gender										
Male	75	97.3	34.2	31.5	34.2	65.8	71.1	67.2	95.5	96.3
Female	57	100	25	32.1	42.9	75	82.2	79.4	96	96.3
Racial/Ethnic Group										
White	63	98.4	15.9	28.6	55.6	84.1	83.8	81.5	95.3	96
African American	65	98.5	42.9	36.5	20.6	57.1	65.9	61.3	96.2	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	95.6	98.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	66.7	94.5	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	98.3
Disability Status										
Disabled	16	87.5	80	13.3	6.7	20	34.5	26	94.7	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	75	65.7	94.4	96.7
Socio-Economic Status										
Subsidized meals	88	97.7	38.8	37.6	23.5	61.2	70.7	63.2	95.4	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	149	100	18.8	20.8	60.4	81.3
	4	133	100	19.2	36.2	44.6	80.8
	5	140	100	18.1	37.7	44.2	81.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	124	100	14.5	23.9	61.5	85.5
	4	142	100	17.5	35.8	46.7	82.5
	5	132	100	16.9	47.7	35.4	83.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	149	100	23.6	34	42.4	76.4
	4	133	100	20	48.5	31.5	80
	5	140	100	14.5	42	43.5	85.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	124	100	14.5	26.5	59	85.5
	4	142	100	15.3	38.7	46	84.7
	5	132	100	17.7	34.6	47.7	82.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	75	100	35.2	49.3	15.5	64.8
	4	133	100	27.7	52.3	20	72.3
	5	70	100	32.4	54.4	13.2	67.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	62	100	29.5	36.1	34.4	70.5
	4	142	100	23.4	49.6	27	76.6
	5	68	100	41.2	32.4	26.5	58.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	74	100	24.7	24.7	50.7	75.3
	4	133	100	18.5	49.2	32.3	81.5
	5	70	100	22.9	57.1	20	77.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	62	100	14.3	28.6	57.1	85.7
	4	142	100	17.5	48.9	33.6	82.5
	5	64	100	30.6	37.1	32.3	69.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	146	99.3	23.1	23.8	53.1	76.9
	4	132	98.5	22.7	37.5	39.8	77.3
	5	141	99.3	25.5	36.5	38	74.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	132	98.5	30.2	31.8	38	69.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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